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ABSTRACT

This collection of three essays examines the use of audiovisual instruction in Chiba Prefecture, east of Tokyo. In the first example, a closed circuit video system combined with overhead projectors was used to increase student motivation in a junior high school. In the second example, films, radio, television, slides, and videotaped materials were used in a series of community-based educational programs designed for citizens of all ages. Subjects offered ranged from dealing with adolescent children to the history of women to regional folklore. In the third example, an audiovisual center designed to promote and provide audiovisual education materials is discussed. The center provides ready access to these materials to citizen's groups and children's clubs, prepares and distributes an instructional materials catalog, provides learning opportunities for the general public, trains teachers and social organization leaders on how to use audiovisual equipment, and acquires new instructional materials. The three projects offering "localization" of school, social, and adult education have been recognized by the Japan Audiovisual Education Association for the effort. (DB)

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AUDIOVISUAL EDUCATION AT THE LOCAL LEVEL

— Chiba Prefecture —

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Audiovisual Education at the Local Level

— Chiba Prefecture —

Japan Audiovisual Information Center
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Preface

Not only in politics, economics and culture, but in daily social life in general as well, one direction in which Japan appears to be headed today is towards an emphasis on a new "era of localization." This may also be said to be true in the field of education. This pamphlet is on how, in Chiba Prefecture (located just east of the capital of Tokyo), audiovisual education is actually being applied locally by introducing three examples of the current situation in that prefecture. These three examples are:

School Education: Chiba Municipal Soga Junior High School
Social Education: Yachiyo Municipal Yachiyo-dai Public Hall
Adult Education: Kamagaya Municipal Audiovisual Center

All of the three have recently been recognized by the Japan Audiovisual Education Association for their efforts in the field; the Yachiyo-dai Public Hall received the "Audiovisual Education Prize" in 1987 and both the Soga Junior High School and Kamagaya Municipal Audiovisual Center received the "Audiovisual Education Incentive Prizes" in 1988.

It is sincerely hoped that this report will prove to be of benefit to those in the field of audiovisual education, both in Japan and abroad.

November 1989

Jiro Arimitsu
Japan Audiovisual Education Association

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Using Education Media to Spur the Students' Minds

Developing a Unifed Audiovisual Media System

Chiba Municipal Soga Junior High School

1. Background and Progress

— In pursuit of improved student guidance methods —

Soga Junior High School is in the southern part of Chiba City. Located within the Tokyo–Chiba Industrial Zone, it is near the Chiba Factory of the Kawasaki Steel Corporation, the Chiba Steam Power Plant of the Tokyo Electric Power Company and other large factories. Most of the parents work for these companies, however the school district also encompasses residential, commercial, entertainment, public housing, and farming areas.

Because of the size of its district, the Soga Junior High School, with a total of 26 classes, is typical of large junior high schools. The students come from four neighboring elementary schools and student motivation and ability vary greatly. Until just a few years ago, the school was constantly having to try to find means of coping with such difficulties as "student guidance," "handling problem students," "educational counseling" and "preventing juvenile delinquency." Much of this effort involved a high degree of trial and error. Finally, it was decided that the best means for dealing with these problems was humanistic approach towards their students. Further, it was realized that attempts should be made towards improving guidance methods so as to make it possible to offer instruction that would not only increase each and every student's level of motivation but methods which would also provide means for dealing with each and every problem as it first became apparent, no matter how small it might be. As a result, peace and tranquillity have returned

to the school.

Because these new methods were, at least in part, founded upon the need to raise each student's level of motivation, the process of individualizing the teachers' classroom techniques wandered through many a bed of thorns. Eventually, however, as every teacher began to more fully comprehend what was required, these methods began to spread. One concrete tecnique was an increase in the use of the audiovisual media in instruction.

2. Methods for Increasing Student Motivation

What kind of instruction must be presented if it is going to be possible to motivate every individual student regardless of ability, and to induce each of them to become actively involved in the instruction? It was the teachers' conviction that if the level of instruction were such that each and every student could easily follow the content, then there would no longer be anyone who would even be interested in creating classroom behavioral problems.

The teachers' Research Promotion Committee and each subject matter subcommittee, through careful consideration of all aspects of the problems during their revision of curriculum, came to the conclusion that it was, more than anything else, necessary to provide "instruction which is easy to understand."

However, exactly what kind of instruction is "instruction which is easy to understand"? The staff based their plans on the assumption that, at least to an extent, their students should be able to intuitively understand the content of the instruction. As one means for helping the studnets do this, the past methods of using the audiovisual media were reviewed and, from a fresh point of view, methods of application which would both be more effectively as well as would more strongly appeal to the students' "consciousness minds" were devised.

3. Procuring Audiviovisual Equipment

Audiovisual education at Soga Junior High School has a rather long history. The use of television broadcasting and videotape began in around 1965, the school being designated a "researh school" by the Japan Broadcasting Corporation (NHK), the Ministry of Education, Science and Culture, and the prefectural and municipal governments. A number of the senior members of the staff became involved in practical research and guidance in this field. Later on plans were made to secure a full complement of audiovisual equipment. As a result, today, all of the classrooms have both television receivers and overhead projectors. In particular, in relation to the use of television, a school-wide closed circuit video system has been installed and is in daily use, showing school activities and other special events, as well as permitting "in school" broadcasting by the students themselves.

Examples of the effective use of the closed circuit video system include giving instruction prior to school excursions, and showing videotapes of previous trips to those classes which are scheduled to go during the current year. Also, the school has 10 videotape recorders which are used to show videotape materials in the Social Studies, Science, Industrial Arts, Home Making, Moral Education, and so on.

The teachers in charge of each subject prepare their own overhead projector transparencies (TP) in cooperation with the members of the curriculum development sub-committee.

The total amount of instruction materials, both commercial and locally-developed, available at the Soga Junior High School today is quite voluminous. Some examples of the more important locally-produced materials presently being used are:

The Relationship between Man and Nature (Video/TP)
Electric Current — Particle Models (Video)
How to Use a Microscope (Video)
World Trade (TP)

Life of the Peoples of Southeast Asia (Video/Slides)
Cooking (Video)
How an Engine Works (Video/TP)

4. Unique Methods of Use

Because lively instruction is actually teaching wherein the content is easy for the students to follow, such instruction naturally creates a bond between teachers and students which is more conducive to learning. Furthermore, permitting the students numerous opportunities to use the media (primarily the overhead projector) to express their own ideas also creates more positive student attitudes towards classroom activities. Proper use of the audiovisual media not only increases student motivation but also makes it possible to conduct more "intensive," in other words, more concentrated instruction.

However, even though the number my be small, it can not be denied but what in every class there are always some students who do not become sufficiently involved in the instruction. This creates a new problem for the teacher, in other words, are there ways to use the media which will result in each and every student in the class becoming involved in the instruction through their own volition? Giving careful thought to this question shows that it is necessary to develop instructional methods which will appeal to every student's heart and soul, and that problem leads to finding means for using the media in such ways as to make it possible to come to grips with each student's thinking. At Soga Junior High School, the Research Promotion Committee and other various study groups, after a great deal of deliberation, decided that the following steps were necessary if these questions were going to be resolved.

1. The television sets available at the time had 21-inch screens. The smallness of the screens made it difficult to show something to around 40 students (the size of the average class) at a time. It was hard for

those at the back to clearly see what was going on and the effectiveness and appeal of the visuals were actually being reduced by half or more. The solution was to put two sets in each classroom and, concurrently, to show either slides or overhead projector transparencies on a larger projection screen.

2. It was realized that using television or video, overhead projector transparencies, and slides in various combinations would make it possible to take advantage of the features of both moving and still visual materials.

3. It was decided to attmept to give a three-dimensional effect to the visuals.

4. It was also agreed to try to take advantage of the effectiveness of the application of telops in visuals.

5. Developing Multimedia Materials

—"The Relationship between Man and Nature" as an Example—

Whenever the combining of the various audiovisual media into a unified, multimedia system is being considered, problems as to what kind of instructional materials should be developed will always arise. One possible combination, one which permits simultaneous presentation of a variety of materials, is the overhead projector, videotape, and slides. Also, at Soga Junior High School, it was decided to define multimedia materials as those materials which are contextually related.

Among the materials prduced at this school which have been used with considerable success is one set entitled "The Relationship between Man and Nature." This course encompasses science, social studies, and moral education, as well as meets the demands of the current era.

This set of materials is about the *Miyako-gawa*, a river flowing through the city of Chiba, and its relation to the lives of those living along its banks.

It includes videotape, slide and overhead projector transparencies; the following is a brief introduction of its contents.

The pollution in the upper reaches of the *Miyako-gawa* is so bad as to immediately noticeable to the eye. Normally one would not expect the upper reaches of a river to be so polluted, but such as happened here because the upper reaches have recently and very rapidly been developed into housing areas. The waste water from these development projects flows directly into the river because no proper sewerage systems have been established.

Slides of the pollution in the upper reaches is shown during the instruction. The students are given worksheets, asked to form into groups, and asked to consider and summarize the reasons for this pollution. The worksheets contain hints on how the area surrounding the upper reaches of the *Miyako-gawa* is being utilized. A series of step-by-step slides showing close-ups of the river and how the area is being turned into a residential district are also used in order to permit the students' work to proceed without difficulty.

The clarity of the water and the number of water plants increases in the river's middle reaches. This decrease in pollution is a result of the river cleaning itself. The students are asked to consider why such self-cleaning should come about. At this point, slides showing close-ups of the river itself are presented alongside videotapes showing the rice paddies located along the middle reaches of the river. Emphasis is placed upon the fact that in the middle reaches there are fewer houses and the degree of pollution is therefore lower.

However, there are contextually higher levels of study which may be related to the study of this self-cleaning effect and suitable hints for these levels are also given to the students. During this part of the instruction, slides and overhead projector transparencies are overlapped. For example, by first showing a slide giving a close-up of the surface of the river, then overlaping it with a transparency showing the activities of the microscopic organisms on the river bottom, it is possible to increase student

understanding and leads to a higher proportion of satisfactory work.

6. An Atmosphere Promoting Increased Student Motivation

A. School Yard Displays

A number of educational display boards have been put up in the school yard as means of "throwing" questions out to the students regarding the natural phenomena which surround them.

"Where do the fallen leaves go?" is one of these questions. It makes the students think about the role of microscopic organisms found in the soil. Another, "Let's daily measure the direction in which the sun rises and sets." helps them better understand the changes in the seasons. From another board about "Dandelions blooming along the embankment," the students are able to observe the ecology of plants when they are not in bloom.

B. The "Always-Available" Video Corners

These make it posible for the students to watch videotapes at any time during their free time, the lunch hour or after classes. The tapes are normally related to science and social studies and are also mostly about 20 minutes in length so as not to exceed the students' limits of concentration.

C. Showing Student-Produced Videotapes at the School Festival

From about three years ago, the use of videotape in recording class dramas for showing during the school festivals became popular. Activities such as these increase classroom solidarity and improve group relationships. After the school festival is over, the atmosphere in those classrooms which have engaged in these productions is quite marvelous making this use appear to be one key to the teacher's successful management of the classroom.

Audiovisual Education and Citizen Cooperation

Yachio Municipal Yachiyo-dai Public Hall

1. Yachiyo City and the Yachiyo-dai Public Hall

A. Yachiyo City

Located in the northwest part of Chiba Prefecture, Yachiyo City is within the greater Tokyo metropolitan area. It was incorporated in 1967 and has undergone fairly rapid development over the past 20 or so years. It adjoins the cities of Funabashi and Chiba and is approximately 30 kilometers from Tokyo. As a result of this advantageous location the population consists primarily of relatively more active and younger working people.

B. The Yachiyo-dai Area

Yachiyo-dai is divided by the Keisei Electric Railway Company's line into two, northwest and southeast, sections. The population of slightly over 35,000 is divided among 11,800 or so households located within a total area of 3.27 square kilometers (1.26 square miles).

C. The Yachiyo-dai Public Hall

The Yachiyo-dai Public Hall, about a two or three minute walk from Yachiyo-dai station, is a combined facility consisting of the public hall, the gymnasium for the Yachiyo-dai elementary School and the Yachiyo-dai Culture Center. Built of reinforced concrete, the first floor public hall occupies 720 square meters (7,750 square feet) of the building's total area of 2,200 square meters (23,680 square feet). Even though it is not particularly large, its proximity to the train station results in a great deal of traffic, to include its use as a place for boarding buses for chartered tours, etc. Students from the neighboring elementary school also come in frequently. This also helps make it an ideal place for citizen interaction.

The Yachiyo-dai Public Hall was opened in June 1981. As part of the overall plans for the Yachiyo metropolitan area, its activities are intended to improve relationships and contacts among the citizens as well as for it to become a base for positive development of the area. To these ends, citizen participation is always included during the planning and conducting of all of its activities.

A director and three managers supervise the staff, a total only seven members. The current annual budget is ¥8,663,000 (US$57,750 at ¥150/US$1,00), ¥1,500,000 ($10,000) of this being set aside for various activities. The major activities conducted each year are listed in **Table I**. All of the work required to plan and conduct these activities plus the general management and administration of the entire hall is divided among the three managers.

It must be readily admitted that, as far as the audioisual media are concerned, the Yachiyo-dai Public Hall is not particularly well equipped. The following, however, is a list of what it does have:

16 mm film projector	1
Overhead projector	1
Television receivers	2
Video camera	1
Videotape recorder	1
Tape recorders	2
Wireless mike/amplifier	1
Projection screens	2
Light-control curtain	1 (room)
Display boards	2

However, because oftentimes a participant, the instructor or a staff member will provide other audiovisual equipment, as well as because it is also possible to borrow additional equipment from the Municpal Audiovisual Library, it can not really be said that audiovisual media and aids are actually in short supply.

Table 1.

Courses Conducted at Yachiyo-dai Public Hall (Fiscal Year 1987)

	Course Number and Title	Meetings	Time Frame
1	Class for Parents of 1-year-old (Two Groups)	14	May to Dec.
2	Class for Parents of 3-year-old (One Group)	18	May to Feb.
3	Folktales and Movie Club	11	Apr. to Mar.
4	Home Education for Elementary Pupils (Lower Grades)	10	May to Mar.
5	Sunday Home Education Class (Working Together)	5	May to Sep.
6	Class for Parents with Children at the Age of Puberty	10	May to Mar.
7	Citizen's Plaza Lectures	14	May to Dec.
8	Yachiyo-dai Housewives' Club	10	May to Mar.
9	Coming in Touch (Elementary Pupils and the Elderly)	8	May to Feb.
10	Hobbies for Youth (Cloisonné)	10	May to Feb.
11	Hobbies for Youth (Flower Arranging)	10	May to Feb.
12	Hobbies for Youth (Cooking)	5	Oct. to Feb.
13	Hobbies for Youth (English Lesson)	5	March
14	Hobbies for Adults (Cooking)	10	May to Feb.
15	Participant Training Courses	1 2	May November
16	Summer Family Concert	1	July
17	Public Hall Festival	1	October
18	Participants' New Year's Party	1	January
19	Club Liaison Meeting (General Participant Meeting)	5 or 6	Apr. to Mar.
20	Publicity Editors' Board Meeting	48	Apr. to Mar.

2. Use of Audiovisual Aids in Classes and Lectures

The major activities conductd at the Yachiyo-dai Public Hall are as given in Table I, above. Beginning with classes in home education, a total of 18 different classes and lectures, plus regular liaison and editing board meetings, are held each year. All of these make ample use of films, radio and television, slides and videotaped materials. Sometimes these materials are used at the beginning of a class in oder to help the participants better understand the significance and goals of the program and sometimes they are the primary resources used in developing the content of the class or lecture. In addition, in certain instances, some of the materials have been specifically designed to substitute for the instructor, for example, for use by those participants who may have missed a meeting.

The audiovisual media and materials used are carefully selected by the staff in cooperation with selected participant representatives. Oftentimes the media and materials selected determine the development and flow of the class or lecture itself.

The following are several concrete examples of some of the classes and lectures conducted at the Yachiyo-dai Public Hall.

(1) Citizens' Plaza Lectures: The topic for this series is "local history and nature," a theme which encourages the participants to think about how, through contact with their own local history and the natural phenomena which surround them, it might be possible to improve the quality of residential life. Surveys and field trips are included in these lectures, and collections of slides showing historical sites and the nature of the areas to be visited have been prepared. This is not only so those who are not able to participate in these trips can review what they missed, but also so that those who do participate may be able to refresh their memories during the instruction. At times, things not noticed during the field trips are more correctly seen when viewed on a slide.

One feature of this series is that portions of the work are carried out in autonomous groups. Much of the study is based upon surveys conducted

by the groups, and, because of this, the group's efforts are sometimes videotaped. One group, after becoming involved in local traditions, made a videotape of Yachiyo-dai's local *Obisha* festival. This is now being used not only in this class, but is being shown to other citizen groups as well.

(2) Home Education Classes: The Yachiyo Public Hall offers a total of six different home education classes, including one for parents of 11- to 15-year-old children ("Class for Parents with Children at the Age of Puberty").

These are primarily discussion classes. The selection of videotapes and slides by the participants' representatives and the hall staff member in charge is determined by the needs of the curriculum in order that they may be effective in promoting the desired learning outcomes. Many of the meetings are centered around NHK television broadcasts. Home education may sometimes be considered as something which is universal and transcends the ages, but at the same time, the content of the lectures are also very sensitive to current trends and problems. Because of this, the use of television programs which take up problems relevant to today's children is most effective. Some examples of the use of television programs follow:

When preparing the course, the instructor and staff may ask themselves such questions as "Are junior high school students adults?... or are they children?" and may attempt to have the content unfold in such a way that the parents can better understand their own children. For parents today, a major topic is "harassment" in the schools. Showing a videotapes on this problem can lead to open exchanges of opinions, which, in turn, contribute to the development of the content of the course. The participants reacted strongly to a videotpe titled "A Junior High School Girl's Diary," which was used in a recent course asked the instructor to repeat certain segments of the program. Based upon a true story, this videotape clearly outlines the structural bases of harassment among students as well as presents opinions expressed by today's children, those who are most involved with these problems. The participants in this class were

obviously most interested in learning how to better understand their children.

As a second example, the instructor of the course for parents of children at the age of puberty brought a series of slides on "The Minds and Bodies of Junior High School Students" for use in his lectures. This was followed by a discussion period led by a school counselor. The slides showed how junior high school students change physically as well as how they often relate to each other. They also rather clearly showed things from the children's points of view. This helped the participants go back to when they themselves were children, making the following discusssions most enthusiastic and vivacious.

(3) Housewives' Club: Recently, one series of classes in this course were on "The History of Women—a Look at Women's Clothing." The classes covered sub-themes such as "Trends and the Relationship of Women to Weaving," "Changing Materials" and "Trends in Styles of Clothing." The instructor used slides which he had prepared to show different kinds of fibers in fine detail. Further, so that the participants would be able to understand the weaving traditions of Chiba Prefecture and could come to know those women who are today's successors to these traditions, 16mm films prepared by the Chiba Prefectural Board of Education such as "The *Izaribata* (loom) of the Hachiman Shrine," "Chinese Loom Weaving" and "Choshi Crepe" were also used.

As a result of suggestions from the participants, they made a trip so that they could see with their own eyes the process as well as the time and effort which went into the making of Choshi crepe. The participants came to strongly realize how importnt and yet how difficult it is to maintain traditional crafts and, as a result, decided that they would like to cooperate in the continuance of whatever traditional crafts might exist in their own, Yachiyo-dai area. They learned that the Yachiyo area had also once been a silkworm center and that weaving was previously very common. Some of the participants formed a "weaving club" of their own, not only for their own enjoyment but also as a means of giving the local children

a chance to experience the weaving tradition of the Yachiyo area. They also began to strongly hope that someday there would be someone who could continue this traditional craft.

(4) Ceramics Class: A locally-produced videotape is very popular with this class. It shows in detail the basic tools used, and steps taken by the ceramics instructor in the making of an item and is in great demand for viewing either prior to or just after the teacher's regular instruction. Since this tape teaches "skills,' the capability of video to use slow and/or stop motion is very importnt. Even when the teacher is conducting the instruction himself, it is not necessary to actually make something because of the possibility of being able to use the slow and stop motion functions. This tape is shown to new students at the start of each series in order to motivate them to try to make something for themselves. Other students in the ceramics class also sometimes borrow it for review.

3. Folklore and Movie Meetings

Established concurrent with the opening of the public hall, these classes are held on the second Sunday of eacxh month. Divided into two groups, one for 4- to 7-year-old children and the other for 8- to 12-year-olds, they are designed to help the children become familiar with as well as to come to appreciate the folklore of the area.

A wide variety of materials are employed, not only are folk stories and movies used, but picture books are sometimes read and flannel board and paper theaters materials used. The projector operators, the flannel board and paper theaters producers and those in charge of the groups all cooperate in preparing posters and flyers for home distribution. The entire project is carried by volunteers under the direction of a single public hall staff member.

Many of the folk stories are told by a 70-year-old woman from Iwate Prefecture who now lives in Yachiyo. From the time she begins using her

Tohoku dialect with "Once upon a time..." until she ends with "and that is the way that the story goes." it is as if both children and adults alike are completely submerged into the tale. In a way, it is audiovisual education without the addition of any audiovisual aids.

Many of the films are based upon old folk tales and traditions from within Chiba prefecture and are produced for children by the Chiba Prefectural Board of Education. Consequently, they are often on topics close to the children's daily lives. Dramatic films are also sometimes shown to the older, upper elementary grade pupils.

Picture books relating old tales and traditions are sometimes selected and read by volunteers who have completed the hall's course on "Reading Aloud to Children." Members of this same group also prepare and show the flannel board theaters.

The paper theater is rather large, approximately 40 inches in width and stories are prepared by the staff in cooperation with the volunteers. Stories used include Yachiyo area folk tales as well as old talkes from other parts of Japan. The stories themselves are told by all of the volunteers on a rotating basis.

The various projects and activities related above do not necessarily always go according to plan. Even though there are over 30 volunteers, as well as youth consultants, youth guidance cunselors, and youth guidance advisors, due to job transfers and other problems, sometimes there are only eight or so people left to do the actual work. However, hearing the departing children say "That was interesting." or "We'll be back." somehow helps all of the volunteers renew their resolve to continue donating their time and effort.

Service with a Smile

— Kamagaya Municipal Audiovisual Center—

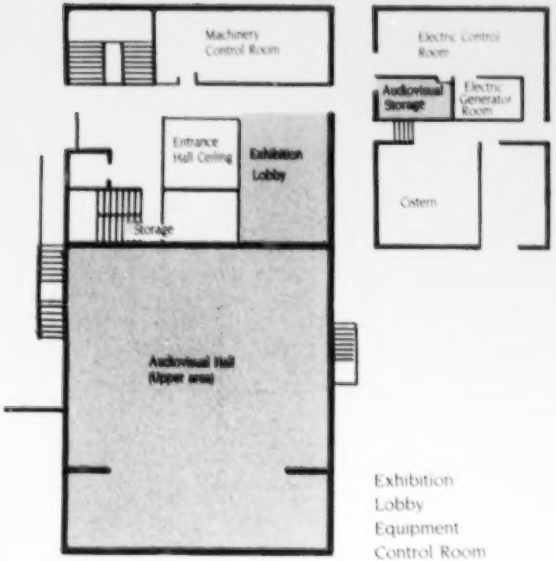
1. Background

The Kamagaya Municipal Audiovisual Center was originally established as an Audiovisual Library, planning for which began in 1973 with construction being completed in July 1974. At that time, numerous improvemnts and changes in the structure of the local government were being made in order to cope with the city's rapidly increasing population. These changes included the construction of new municipal offices and during the interim, the Board of Education and the Audiovisual Library were among those city offices housed in temporary prefabricated buildings. The Audiovisual Library was later moved to the municipal public hall, and then finally to the new municipal office building. However never was it able to secure space really sufficient to its needs. This resulted in the Audiovisual Library's activities being limited to just the lending of films and film projectors. Even though some video equipment was on hand, it was not possible to put it into circulaton. The securing of a separate locating for the Audiovisual Library was the dream of staff and users alike.

Finally, in 1976, it was decided to build an audiovisual center on land which had been recently vacated by an elementary school. In 1977, construction was started on a combined facility which would house the audiovisual center, a health center and a municipal dental clinic (the last having since been closed). The regulations for the operation of the Kamagaya Municipal Audiovisual Center were established in March 1978 and it opened for business the following month. Figure 1 is a layout of the new facility.

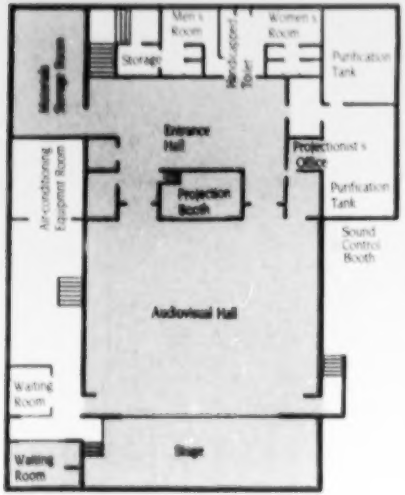
In recognition of the Center's various activities, as well as of the tireless efforts and inventiveness of its staff, all of which have contributed

1st Floor



Exhibition
Lobby
Equipment
Control Room

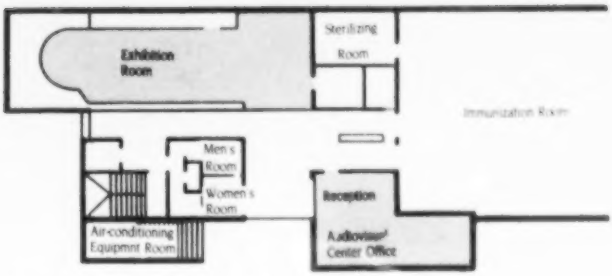
Basement



Audiovisual Hall	279.10m² Capacity = 264
Waiting Rooms 1 & 2	26.90m²
Total Floor Space	1,860.55m²

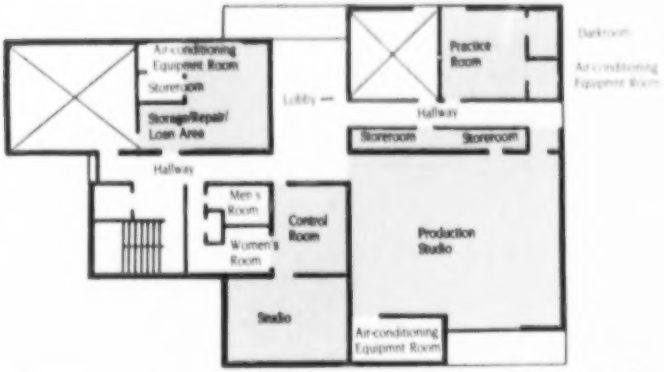
Figure-1.
Kamagaya Municipal Audiovisual Center Facility Layout

2nd Floor



Audiovisual Center Office	49.6m²
Exhibition Room	138.6m²

4th Floor



Production Studio	140.5m² Capacity = 80	Control Room	62.2m²
Training Room	30.0m² Capacity = 15	Studio Storage/Repair Loan Area	53.7m²

towards making the center an important pillar of local activities, the Kamagaya Audiovisual Center was presented with the Japan Audiovisual Education Association's 1988 "Promotion of Audiovisual Education" Award in December of that year. Ever since the center has been continually and diligently considering what activities it should promote in order to help those whom it serves more fully cope with the demands of the dawning new age.

2. The Aims of the Kamagaya Municipal Audiovisual Center

In order to increase opportunities for learning, to improve the efficiency of the learning activities themselves, and to also make the center a part of the resident's daily lives, the center's activities are based upon the following four principles.

The first of these is to, in the promotion of audiovisual education, not only positively promote the utilization of audiovisual materials and aids but to also work towards improving related research and training activities. The second is to actively work towards keeping the center's facilities and equipment open to the public as well as to strive towards providing professional advice and instruction on the use and production of audiovisual materials. The third is to attempt to provide a wide range of audiovisual education materials and to offer a mutiplicity of audiovisual equipment and aids. And the fourth and final goal is to collect and disseminate information on audiovisual education.

3. An Outline of the Center's Operations

As a result of the active and positive approach taken by the staff over the past 10 or more years since its establishment in 1978, the Audiovisual Center is now an important and integral part of municipal activities.

It is possible to categorize the more important activities conducted

by the center in its attempts to effectively promote the furnishing of imformation on learning, by relating them, first, to the furnishing of instructional materials, second, to the furnishing of oportunities for learning, third, to the training of leaders and instructors, and fourth, to the effective utilization of instructional facilities.

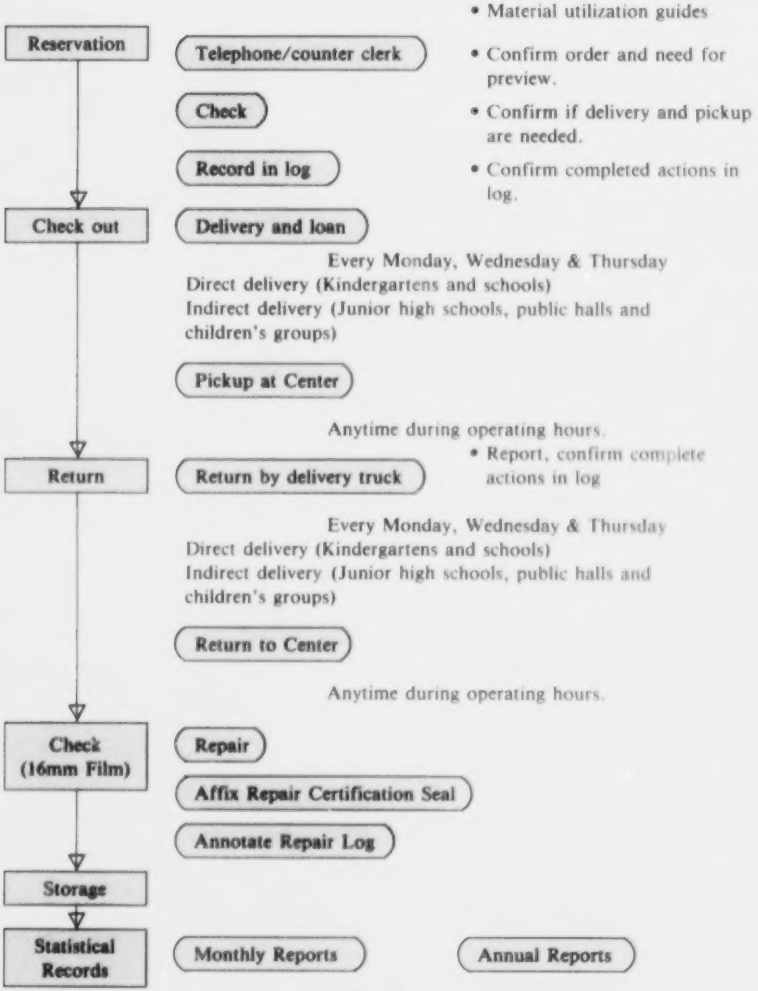
A) Furnishing audiovisual education material

1) The system for distributing and returning educational materials: It is necessary, as part of the work of distributing educational material, to effectively promote access to information about what is available. From the very beginning, the Kamagaya Audiovisual Center has maintained its own delivery truck for distribution and return of materials to those who utilize its services. In principle, deliveries and pickups are made every other day, on Mondays, Wednesdays and Fridays. The service area is such that it is normally possible to make a complete round during the morning hours. Further, one particular feature of the center's promotional activities is that users' guides and pamphlets, instructional material catalogs, and other materials related to the use of the center's materials and services are available in special "audiovisual educatin materials liaion boxes" locaqted at each public hall (which also serve as delivery and pick-up sub-stations). This gives children's clubs and other cifizen groups ready access to whatever information they may need. Figure 2 outlines the overall delivery and pick up system.

2) The Instructional Materials Catalog:

The instructional materials catalogs prepared and distributed by the center are constantly being reviewed and revised in order to make them easier to read, easier to use in locating materials and easier to understand. The materials are divided into two sections, (1) school and (2) social or adult education, each having its own "purposes of utilization" index. In addition to being indexed by age level and subject matter, the materials — particularly children's theater and animation materials — are also listed by length. This makes it possible for film study groups and other classes

Figure 2.
Procedures for Loaning Audiovisual Educational Materials



to select materials in considertion of the amount of time available to them. The catalog also has an alphabetized index of titles making it easy to quickly locate any item by name.

B) Providing Learning Opportunities

Lectures and study meetings for the general public and for those working in school education have been provided ever since the center was established. The center has also found it helpful to provide training sessions on the use of 16mm film projectors, on information and techniques related to the use and handling of film, and on increasing participant understanding of film utilization. The video class covers basic video operations and techniques while the photo class teaches how to handle still cameras, basic photographic techniques, how to make pictures "come alive", and how to appreciate photographs. The monthly "Classic Film Theater," which shows both Japanese and foreign films, has already met over 100 times and is now planning to show outstanding movies as part of its plans for the promotion of audiovisual education. Also, the "Children's Movie Club," which meets primarily during the summer and spring vacations, shows outstanding films designed for children. In addition to gathering at the Audiovisual Center, this club has also met at various cooperating public halls. A "Photo Class for Mothers" was established in the Fall of 1987. Free of charge and designed for children, it provided instruction on "how to handle cameras and various types of film," "basic shooting techniques," and "how to enjoy and bring photographs to life", etc. This group has also conducted activities outside the center.

C) Leadership Training

The training of leaders, aimed at promoting the development of local roots for audiovisual education and providing for smooth distribution of educational information, is extremely important. The first basic level training program for leaders in audiovisual education was established

in 1987. This program does not end in just passive instruction, but is aimed specifically at practical classroom application of the knowledge and skills gained through the instruction. Also designed to deepen and fix this knowledge, practical demonstrations were planned for the end of the 1987 fiscal year.

Further, for three days during the 1987 summer vacation, a course for elementary and junior high school teachers and social education organization leaders on how to use 16 mm film projectors, basic personal computer skills, and on local production of instructional materials, etc., was held in the center's fourth floor production studio.

D) Securing of Instructional Materials and Information

Most of the materials acquired for social and nursery school education have been 16mm films while those for school education have been videotape materials. Through close coordination with those living through the area, the ideas of the users are taken into full account whenever new materials are selected for purchase. To this end, an instructional materials' selection committee which includes members from among those who are using the materials has been established and, in order to be able to take advantage of their knowledge and experience, their opinions are carefully considered whenever purchase plans are being prepared. In order to widely promote the use of newly-received materials, all new acquisitions are introduced to the public through the Kamagaya Municipal Newsletter and the center's own information brochures, as well as through public screening of newly secured films.

END

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